

SECTION 4

PUTTING IT ALL TOGETHER: AN INTEGRATIVE APPROACH TO COMPREHENSIVE SCHOOL COUNSELING



4.0 Putting it all together: An integrative approach to comprehensive school counseling

The first NJSCI (1991) recognized the need for multilevel programs and integrated the themes of leadership, advocacy, collaboration, teaming, and systemic change that are infused in the current ASCA National Model. Many of the programs suggested in the original NJSCI are now mandates in New Jersey Administrative Code. Currently, classroom and whole-school programs and services support the school counseling program's mission, serving as a point of collaboration for school counselors. In order for the comprehensive school counseling program to be integrated into the total school, it cannot operate in isolation. Some of the mandates that affect school counseling include the requirements that a school/district develop and adopt:

- an Intervention and Referral Services program in regular education
- core ethical values as a basis for student codes of conduct, part of Character Education
- school crisis plans
- a district prevention plan
- a guidance and counseling program

Some examples of district integration of mandates follow.



4.1 Character Education

(contributed by Dr. Phil Brown, Executive Director - the New Jersey Center for Character Education - NJCCE)

1. There is a natural connection between the goals of developmental counseling and character education (CE). Here's why:
 - CE serves as an umbrella to help organize and promote preventive approaches: e.g., drug and alcohol prevention, bullying prevention, positive discipline, social skill development
 - The Core Curriculum Content Standards require and provide hooks for skills and cumulative progress indicators both specifically (Health, Phys. Ed., etc.) and generally, through connections to ethics, conflict resolution
2. The new Administrative Code on Student Conduct (NJAC 6A:16, and especially 16-7 – Student Conduct) provides a basis for establishing a process and structure to reinforce agreed upon core ethical values. In fact, core ethical values such as respect, responsibility and caring offer cognitive (language arts, math, science), affective and behavioral dimensions.
3. Opportunity for district/building leadership to knit a fabric in which character education is seamlessly connected to learning and school life:
 - taking a systems approach
 - using group process skills
 - making ties to other learning supports (e.g., I&RS, “problem-solving lab”)
 - enabling mental health services in the schools
4. The NJCCE at Rutgers University is available to assist with the planning and implementation of comprehensive character education programs. Joining the NJCCE's Character Education Network Listserv will provide a monthly update on the latest professional development opportunities and resources.

Sign up at www.nj-charactered.net

4.2 Intervention and Referral Services



NJAC SUBCHAPTER 8. INTERVENTION AND REFERRAL SERVICES 6A:16-8.1

Establishment of intervention and referral services

(a) District boards of education shall establish and implement a coordinated system in each school building for the planning and delivery of intervention and referral services that are designed to assist students who are experiencing learning, behavior or health difficulties and to assist staff who have difficulties in addressing students' learning, behavior, or health needs. District boards of education shall choose the appropriate multidisciplinary team approach for planning and delivering the services required under this subchapter.

1. The intervention and referral services shall be provided to aid students in the general education program, and
2. The intervention and referral services, pursuant to N.J.S.A. 18A:46- 18.1 et seq. and this subchapter, may be provided for students who have been determined to be in need of special education programs and services.
 - I. The intervention and referral services provided for students with learning disabilities shall be coordinated with the student's Individualized Education Program team, as appropriate.

6A:16-8.2 Functions of intervention and referral services

(a) The functions of the system of intervention and referral services in each school building shall be to:

1. Identify learning, behavior, and health difficulties of students;
2. Collect thorough information on the identified learning, behavior, and health difficulties;
3. Develop and implement action plans which provide for appropriate school or community interventions or referrals to school and community resources, based on the collected data and desired outcomes for the identified learning, behavior, and health difficulties;
4. Provide support, guidance, and professional development to school staff who identify learning, behavior, and health difficulties;
5. Provide support, guidance, and professional development to school staff who participate in each building's system for planning and providing intervention and referral services;
6. Actively involve parents or guardians in the development and implementation of intervention and referral services action plans;

7. Coordinate the access to and delivery of school resources and services for achieving the outcomes identified in the intervention and referral services action plans;
8. Coordinate the services of community-based social and health provider agencies and other community resources for achieving the outcomes identified in the intervention and referral services action plans;
9. Maintain records of all requests for assistance and all intervention and referral services action plans, according to the requirements of 34 CFR Part 98, 34 CFR Part 99, 42 CFR Part II, N.J.S.A.
- 10.18A:40A-7.1, N.J.A.C. 6A:16-3.2, and N.J.A.C 6:3-2.1;
11. Review and assess the effectiveness of the provisions of each intervention and referral services action plan in achieving the outcomes identified in each action plan and modify each action plan to achieve the outcomes, as appropriate; and
12. At a minimum, annually review the intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services and make recommendations to the principal for improving school programs and services, as appropriate.

6A:16-8.3 School staff and community member roles for planning and implementing intervention and referral services

(a) The district board of education shall establish guidelines for the involvement of school staff and community members in each building's system of intervention and referral services, which shall, at a minimum:

1. Identify the roles and responsibilities of the building staff who participate in each building's system for planning and providing intervention and referral services, including the roles and responsibilities of staff members who identify learning, behavior or health difficulties;
2. Identify the roles and responsibilities of other district staff for aiding in the development and implementation of intervention and referral services action plans; and
3. Identify the roles, responsibilities and parameters for the participation of community members for aiding in the development and implementation of intervention and referral services action plans.



4.3 Integrative Programs

Lumberton Township Developmental Counseling Program

Theme I Coping with Change

Consulting

Dare Program
Scheduling for High School
Parents
Staff Administrators
District Resource Officer
Mental Health Agencies

Counseling

Small Group
Memory Gang
Banana Splits
Coping with Illness
in the Family
Elephant in the
Living Room
Progress Group
Students on the Move
New Students Group
SAM-Students of
Active Military

Classroom Group
Welcome to
Walter School
Welcome to Bobby's
Run School
Welcome to
Middle School
Counselor Intro.
Lessons
Personal
Transitions 8th

Coordinating

RBRHS--BCIT
Open House
Presentation

Theme II Developing Positive Relationships

Consulting

Natural Helpers
School
Parents
Staff
Resolution
District Resource Officer
Mental health Agencies

Counseling

Small Group
Making Friends/

Social Skills
Anger Management

Conflict Management

Classroom Group
Getting Along 1st

Getting Along II 2nd
Peer Relationships 3rd

Responding to
Bullying 4th
Anger Management 5th
Conflict Resolution 6th
Dealing with
Harassment 7th

Coordinating

Resources
Positive

Climate
Conflict

for Teachers
Health
Curriculum

Theme III Personal Growth

Consulting

Career Education
School
Parents
Staff
Administrators
District Resource Officer
Mental Health Agencies

Counseling

Small Group
Self-Esteem
ADHD Support Group
Study Skills
Impulsive Behavior
Stress Management

Classroom Group
I Can Do Hard
Things K

Coordinating

Positive

Climate
Character Ed.
Career
Awareness



ROXBURY HIGH SCHOOL - PREVENTION PLAN

Protective (P) or Risk Factor (R)

Program/Class/Activity

Grade 8

- P Raising career/educational aspirations
- P Decision-making
- R Disaffected/Transitions
- P Improve family bonds
- P Peer group membership
- P Role models/mentoring

- Dream Career/Reality Career
- Parent/student/counselor planning meeting
- Welcome Ice Cream Social/Senior-led Tours
- Parent Wish List
- My Career Sweat Shirt Activity
- Varsity Athletes Eighth Grade Visits

Grade 9

- R School transition
- R Transitions/Lack of Connections
- P Raising career/educational aspirations
- P Time management/study skills
- P Conflict Resolution
- R Anger/Violence
- P Peer Group Membership
- R Coping /social skill deficits
- P Awareness of abilities/skills

- High School and Me Microlab
- Orientation: Senior and teacher Survival Tips
- Making High School Count Program
- Making High School Count Program
- Health Curriculum/Conflict Resolution Training
- Health Curriculum/Project Peace
- Health Curriculum/Ropes Course
- Health Curriculum/CRT/Project Peace
- Learning Styles Inventory

Grade 10

- P Making good decisions
- P Relate abilities/interests to goals
- P Sense of self-efficacy
- R No path to future/dropout
- R Lack of meaningful role
- P Bond to school-helping others
- R Social skill/coping deficits

- PSAT/Goals Group
- Holland SDS/Shadowing Program
- 4-2C Group Guidance
- VoTech Assembly/Tour
- Tour Leaders/True Colors
- Tour Leaders/True Colors/Peer Leaders
- True Colors/Team Lens

Grade 11

- R Lack of meaningful role
- R Social skills/coping deficits
- P Bond to school/helping others
- P Relate abilities/interests to goals
- P Raise educational/career aspirations
- R No future plan/dropout
- P Relate abilities/interests to goals
- P Pathways/Future Plan

- Tour leaders/student guides
- Peer mediation/conflict resolution
- Peer leadership
- PSAT/Goals Groups/College Wish List
- Making College Selection Count Program
- Making College Selection Count Program
- Strong Interest Inventory or COPS
- English Class:Personal Essay Workshop

Grade 12

- P Mentoring/Close Relationship
- P Family bonds
- P Raise educational/career aspirations
- R Lack of meaningful role/goal
- P Relate abilities/interests to work
- R Transitions/family Stress
- P Decision Making
- P Pathways/Choices

- Teacher & Counselor Recommendation
- Parent/Grandparent Brag Sheet/Senior Profile
- Making College Count Program/Senior Survey
- Strong Interest Inventory or COPS
- Strong Interest Inventory or COPS
- College Freshmen/Parents Panel
- CAPS Family Evening Program
- College Guest in Residence Program

School-Wide

- P Acceptance/tolerance
- P Self-awareness/relationships
- R Distant/hostile relationships
- R Alcohol/drug use
- P Conflict resolution skills
- P Multiethnic awareness/acceptance
- P School bonding/citizenship
- P Positive school climate
- P Raise educational/career aspirations
- R Lack of future plans/goals
- P Self-efficacy/responsibility
- P Meaningful roles in community

- You Don't Know Me Till You Know Me* Drama
- English Class: Role Reflections
- Improbable Players Performance/Discussions
- Improbable Players Performance/Discussions
- Conflict Resolution Team demos
- Memorial Day assembly/student coalition
- Memorial Day assembly program
- School Climate Survey/Focus groups
- Teacher Course Recommendation Day
- 4-2C Educational Planning Groups
- Four Year Plan Update
- Peace Project

CLIFTON PUBLIC SCHOOLS CHARACTER & VALUES PROGRAMS K-5 2003-2004 School Year			
PROGRAM.	GRADES	TMNING SOURCE DELIVERED BY	OUTCOME MEASURE
Social Decision Making/ Problem Solving*	1-5	ESP staff Classroom teachers	Annual District developed questionnaire (optional/DEP Goal)
Giraffe (stick your neck out)	5	ESP staff ESP Counsleors	Class project, otherwise none
Bullying prevention	K-5	ESP staff ESP staff & teachers	None
Peer mediation	1-5	ESP staff Building teacher	None
PROPOSED 2004-2005			
Child development program .Homeside .Class meeting "Friends" K -5	Classroom teachers & ESP staff	Program initially & District thereafter	Pre/Post school climate student survey
*all schools			

CLIFTON ATOD & SCHOOL VIOLENCE PROGRAMS		
Grade Level	Delivered by	Program description
K-5	Classroom teachers	“Chemical Health Education” curriculum - includes life skills, conflict resolution. (funded in part by SDFSCA)
	Classroom teachers	Social Problem Solving Program curriculum - included in the Chemical Health curriculum. (funded in part by SDFSCA)
	Teacher advisors	Peer Mediation Program conducted during lunch and afterschool by trained students to resolved student-student conflicts. (funded by SDFSCA)
	Boys & Girls Club staff	Schools Out Program -latchkey program based in elementary schools including alternative activities, homework help, and ATOD prevention activities. (Funded by Municipal Alliance and program fees)
	School teams	Parent Assistance Committees develop plans and modifications for students experiencing academic and/or behavioral difficulties, including parent consultation. (Funded in part through SDFSCA)
	Educational Support LDTC	Educational Support Program ,as part of the PAC, provides intervention, parent & teacher consultation, and related services for academic problems. (Funded in part through SDFSCA)
	Educational Support Counselors	Educational Support Program, as part of the PAC, provides counseling intervention, parent & teacher consultation, and related groups such as anger management for behavior and/or family related problems. (Funded in part through SDFSCA)
	Classroom teachers Educational support staff Building administrators	Schools Attuned (to neurodevelopmental differences) Program - assists teachers in understanding learning differences requiring classroom modification but not Special Education. Supports the PAC process. (Funded in part by SDFSCA & Title I)
	Educational Support Counselor (SAC) Educational Support staff & classroom teachers	Parenting Education classes conducted on a regular cycle for specific grade levels. (Funded in part by SDFSCA) True Colors program -teaching teachers to identify learning styles & personality type/temperament as they interact with their students.
	Clifton Police Juvenile Officers DARE trained	DARE program -conducted in 1st grade 5 classrooms offering drug abuse resistance education and developing a rapport with students.

GradeLevel	Delivered by	Program description
6-8	Classroom teachers	"Chemical Health Education" curriculum - includes life skills, conflict resolution. (Funded in part by SDFSCA)
	Classroom teachers	Cycle course (Live. Learn & Earn1 - 7th grade life skills course for all students designed to meet NOICC standards. (Funded & in part by SDFSCA)
	Teacher advisors SACs	Peer Mediation Program conducted during lunch and afterschool by trained students to resolved student-student conflicts. (Funded in part by SDFSCA)
	Teacher advisors	Peer Tutoring Program conducted during lunch and afterschool by students who help other students in their school and neighborhood elementary. (Funded in part by SDFSCA)
	Boys & Girls Club staff	Pathways to Success Program - latchkey program based in both middle schools including alternative activities, homework help, and ATOD prevention including the Smart Moves Program based on Botvin's curriculum. (Funded through a NJ Dept. of Health prevention grant) activities. (Funded by Municipal AUiance and program fees)
	School teams	Pupil Assistance Committees develop plans and modifications for students experiencing academic and/or behavioral difficulties, including parent consultation. (Funded in part through SDFSCA)
	School Counselors	Developmental School Counseling program - a structured set of activities delivered by the Counselors in classrooms and groups [see attached description]. (Funded in part through SDFSCA)
	Classroom teachers Building administrators	Schools Attuned (to neurodevelopmental differences) Program - assists teachers in understanding learning differences requiring classroom modification but not Special Education. Supports the PAC process. (Funded in part by SDFSCA & Title I)
	Student Assistance Counselor (SAC) SACs & Teacher advisors	Student Assistance program provides intervention, referral, and followup after treatment. (Funded in part by SDFSCA) NJ Middle School Peer Leadership program - developing school-based action plans for improving climate, etc. (Funded by the New Jersey Departments of Health & Education)
	SACS, Counselors, & classroom teachers	True Colors program -teaching teachers to identify learning styles & personality type/ temperament as they interact with their students.

Grade Level	Delivered by	Program description
9-12	Classroom teachers	"Chemical Health Education" cumculurn -includes life skills, conflict resolution. (Funded in part by SDFSCA)
	Teacher advisors SACs, Peers	Peer Mediation Propun conducted during lunch and afterschool by trained students to resolved student-student conflicts. (Funded in part by SDFSCA)
	Teacher advisors Peers	Peer Tutoring Program conducted during lunch and afterschool by students who help other students in their school. (Funded in part by SDFSCA)
	School teams	Pupil Assistance Committees develop plans and modifications for students experiencing academic and/or behavioral difficulties, including parent consultation. (Funded in part through SDFSCA)
	School Counselors	Developmental School Counseling program -a structured set of activities delivered by the Counselors in classrooms and groups [see attached description]. (Funded in part through SDFSCA)
	Student Assistance Counselor (SAC)	Student Assistance program provides intervention, referral, and followup after treatment. (Funded in part by SDFSCA)
	Teacher advisors Peers	ERASE (End Racisirn & Sexism Everywhere) -peer led program to combat racism & sexism through peer, cross-age teaching and awareness activities.
	Coaches/SACs	Athlete's Awareness Program -conducted by coaches, SACs, team physician to educate athletes about steroid and performarice enhancing substances and to detect the use of substances.
	SACS, Peers	TATU (Teens Against Tobacco Use) program -educating fellow students about risks of tobacco use, conducting related activities.
	Health Department's Health Educator	Smoking Education alternative to sus~ension -offering an educational alternative to suspension for first time smoking offenses for students conducted at the Clifton Health Department by their Health Educator.
	Hall/Bathroom aides	Bathroom smoking monitoring -to eliminate smoking in bathrooms through increased patrol of open facilities.
	Senior citizens	CHAMPS (Clifton High Adult Mentors Program - conducts intergenerational activities and mentoring between high school students and retired citizens.
	Clifton Juvenile Officers Community Police Officers	Cops on campus -offering school based plain clothes officers at at the high school and on campus to reduce trespassing, smoking, and violence on school grounds.

Phillipsburg Elementary/Early Childhood Counseling Curriculum Schedule

Standard	Week	Week of	Topic/Lesson
Health 2.4 P/S A	1 2	9/13 9/20	What is a Counselor & Feelings Ferdinand and the Bullies (appreciate differences)
Character Ed Lifestyle 4 Acad.A,B;Car.A,C	3 4 5 6	9/27 10/4 10/11 10/18	Lying Leo (honesty) Study Skills (Bear Puppet) Study Skills(with posters) Study Skills-homework
Health 2.3 Acad. A,B;Car.A,C.	7	10/25	Red Ribbon Week
Lifestyle 4 Acad.A,B;Car. A,C P/S A-C;Acad. B,C	8 9 10 11	11/1 11/8 11/15 11/22	Listening Skills (with posters) Anger Management Accepting Differences Self-assessment
Health 2.2	12	11/29	Citizenship
Health 2.2 Acad.A,B; Car. A,C Health 2.2	13 14 15	12/6 12/13 12/20	Communication (Voice/tone) Blocks to Communication Decision Making Model
Lifestyle 3.1 Acad.A,C;Car.A,C;P/S A,C	16 17 18	1/3 1/10 1/17	Generate Alternatives Generate Consequences Role Plays using Decision Making Model, Alternatives & Consequences
Character Ed	19	1/24	Responsibility
Lifestyle 3.1 Acad. A,C;Car.A,C;P/S A-C	20	1/31	Problem Solving
Lifestyle 4 Lifestyle 4 P/S A-C	21 22 23	2/7 2/14 2/21	Violence Prevention Kit Peer Relationships (Puppets) Violence Prevention Kit Cooperate or Refuse
Life style 4 & Health 2.2 Acad.A,C;Car.A,C;P/S A-C	24 25 26	2/28 3/7 3/14	Conflict Resolution Conflict Resolution (Puppets) Conflict Resolution (p23 book)
Lifestyle 3&4 & Health 2.2	27 28	3/21 3/28	Social Skills Point of View (Perspectives)

P/S A-C	29	4/4	Point of View(True Story of the 3 Little Pigs)
Acad.A;Car.A-C;P/S A-C	30	4/11	Self-Esteem
Lifestyle 3&4	31	4/18	Stress Management
Lifestyle 1	32	4/25	Careers Introduction
ALL	33	5/2	Application
	34	5/9	Career Exploration
Lifestyle 1	35	5/16	Career Exploration
Lifestyle 1	36	5/23	Interviews
ALL	37	5/30	Self Assessment
P/S A, C	38	6/6	Closing Activity

ROXBURY HIGH SCHOOL 4-2C NJDOE Best Practice 4 Year Program for Career and College Planning

Grade 9	4-2C Plan	Time Line
Mail	Counselor Welcome Letter	July
Orientation	Senior Advice	August
Class Assembly	Making High School Count	September
Small Groups	Educational/Career Goal/Activities	Fall
Social Studies Classes	Freshman Fridays Check-in	Fall
English Classes	Four Year Plan	January
Small Counseling Groups	Course Selection	February
Testing Week	COPS Career Interest Survey	March
Health Class Unit	Project Peace/Conflict Resolution	Spring

Grade 10	4-2C Program	Time Line
Counselor Session	Educational/Career Goal Update	Fall
History Classes	PSAT Overview	September
Small Counseling Groups	College Planning and PSAT	October
English Class	Four Year Plan Update/Course Selection:	January
Small Counseling Groups	Planning/Course selection	February
Testing Week	Harrington O'Shea Career Interest Survey	March
Class Assembly	Career and Goal Setting Motivational Speaker	Spring
English Classes	Internet Searches on Careers/Colleges	Feb./March

Grade 11	4-2C Program	Timeline
Counselor Session	Goals/Individual Plans	Fall
Social Studies Classes	PSAT Preparation	September
Small Counseling Groups	PSAT Planning	October
CCM	Morris County Regional College Fair	October

Media Center	Mini College Days	Fall/Spring
English Class:	Course Planning	February
Small Counseling Groups	Course Selection/SAT/ACT	February
School Wide	College Admission Professional Seminar	March
Class Assembly	Making College Selection Count	March
Parent/ Student Evening Workshops	Introduction to College Planning Parent/College Freshman Panel	March May
Exposition Center	NACAC National College Fair	May
Counselor Session	Postsecondary Planning	Spring

Grade 12	4-2C Delivery	Timeline
English Classes	Educational and Career Plan Update	Fall
Small Groups	Parent Brag Sheet/Senior Profile Transcript/Application Process Internet Explorations	September
Parent-Senior: Evening Programs	College 101 College Applications and Essays Financial Aid Parent/College Freshman Panel	September October January May
Individual Session	Strong Interest Inventory	Year
CCM	Morris County Regional Fair	October
Media Center	Mini College Days	Fall/Spring
English classes	Senior Survey/Freshmen Advice	June
Class Assembly:	Making College Count:	June
Mail/Email Survey	College/Career Follow up: 1 and 4 years	July

